

Early Years Foundation Stage – appendix

Yeoman Park Academy

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This policy has been prepared in accordance with the statutory framework for the Early Years Foundation Stage. This policy should be read together with the statutory framework.

At Yeoman Park Academy, we adhere to the Diverse Academies Trust Early Years Policy. [DAT EYFS Policy](#)

1 Aim of Early Years Foundation Stage

At Yeoman Park, we aim to provide the highest quality care and education for all of our children, thereby giving them the strongest foundation for their future learning. We create happy and safe environments with motivating and enjoyable learning experiences that enable children to become confident, resilient and independent. We value the individual child and work alongside parents and carers to meet their needs and help every child to reach their full potential.

As outlined in the Statutory Framework, every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the Early Years and a child's experiences between birth and age five have a major impact on their future life chances. We adhere to the Statutory Framework and the four guiding principles that shape practice within Early Years settings.

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through **positive relationships**.
- Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents or carers.
- **Children develop and learn in different ways and at different rates.**

2 The foundation stage curriculum

Yeoman Park Academy plan an exciting and challenging foundation stage curriculum based on observation of children's needs, interests and stages of development across the seven areas of learning to enable children to achieve the **Early Learning Goals** (where appropriate).

The foundation stage curriculum at Yeoman Park Academy is made accessible to all EYFS children regardless of their special educational need. This is achieved through adaptations to the physical environment, through suitably paced and repetitive themed daily timetable and routines, and through a continuous provision that entails a number of invisible and seamless structures that support children to access the play-based learning.

All seven areas of learning and development are important and interconnected.

Three areas of learning are particularly crucial for igniting children's curiosity and enthusiasm for learning and for building their capacity for future learning, relationships and allowing them to thrive.

These three areas are the **prime** areas:

- **Communication and language**
- **Physical development**
- **Personal, social and emotional development**

Children are also supported through the four specific areas of the curriculum, through which the three prime areas are strengthened and applied.

The **specific** areas are:

- **Literacy**
- **Mathematics**
- **Understanding the World**
- **Expressive arts and design**

Practitioners teach children by ensuring challenging, playful opportunities across the **Prime** and **Specific** areas of learning and development. These foster the **characteristics of effective learning**.

- **Playing and exploring** children investigate and experience things and are willing to 'have a go'
- **Active learning:** children concentrate and keep on trying if they encounter difficulties, and enjoy their achievements
- **Creating and thinking critically:** children have and develop their own ideas, make links between ideas and develop strategies for doing things

Children are provided with a range of rich, meaningful first-hand experiences in which they explore, think creatively and are active. Yeoman Park aims to develop and foster positive attitudes towards learning, confidence, communication and physical development.

It is recognised that children entering the Foundation Stage are likely to be working at development stages significantly lower than that of their chronological age and have individual starting points. We also acknowledge that the children's stages of development may be idiosyncratic.

Practitioners working with the children in foundation stage will focus sharply on the three prime areas, which are the basis for successful learning in the four specific areas. The three prime areas reflect the key skills and capacities all children need to develop and learn effectively and become ready for their next stage of learning. The balance will shift towards a more equal focus on all of the areas of learning as the children move through the development stages as appropriate to their ability, as opposed to when they are of age readiness, whilst ensuring that the children continue to grow in confidence and ability within the three prime areas.

Children have whole group times, small group times and individual sessions with practitioners.

When it is appropriate, daily 'synthetic phonics/'Read-Write Inc.' times are incorporated into the day to focus on phonics and early reading, as appropriate to the abilities of individual children. Children are supported to flourish as early mathematicians through their participation in daily routines and transitions and play based indoor and outdoor continuous provision.

The curriculum is delivered using a play-based approach to learning as outlined in the Early Years Foundation Stage curriculum. The requirements state that each **area of learning and**

development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities.

We plan a balance between children having time and space to engage in self-initiated activities and those that are planned by adults. During children's independent play, Early Years practitioners, when it is appropriate to do so, interact to stretch and challenge children further. It is recognised that for some children entering EYFS with SEND, a larger proportion of physical adult modelling and ongoing physical modelling is required for them to learn and develop their play skills.

In planning and guiding children's activities, practitioners reflect on children's interests and the different ways in which children learn and reflect these in our practice. Practitioners create stimulating environments, made accessible for children's different needs and adapted for the range of abilities, to encourage children to engage with indoor and outdoor activities.

Children are encouraged to use all of their senses in their learning. This means that children will often be 'dirty' at school, and this is encouraged. We believe that it is a child's right to play and whilst efforts will be made to protect children's clothing it is accepted that paint, glue, water, mud and a range of other materials are facts of Early Years life.

3 Observation and assessment

As part of our daily practice, we observe and assess children's development and learning to inform future planning, measure progress and to implement personalised learning and individual learning plans.

We record our observations in a variety of ways.

We remark **on the remarkable** and keep records accordingly. Shared information from parents and carers and other professionals are then combined and this information is used to base judgements and help shape future experiences for each child. We make use of BSquared 'Early Steps' documentation to accurately chart, and plan for, children's learning and development on their journey to meeting the Early Learning goals. Development Matters 2020 is also used to guide continuous provision planning.

During the first half term of the reception stage (F2) we assess each individual child's ability to complete the Reception Baseline Assessment (RBA). This is a government initiative, which is led by the teacher. Where the RBA is deemed an appropriate assessment for a child, parents are informed. The RBA focuses on Language and Mathematics.

In the final term of the Early Years (in the academic year which the child reaches five years of age) the **Early Years Foundation Stage Profile (EYFSP)** is completed. The profile reflects:

- Ongoing observations
- Relevant recordings of the child's achievements
- Examples of the work that the child has produced
- Useful information shared by families
- Information from other professionals

Reception (F2) teachers provide a copy of the EYFSP report. These documents are shared with their next teacher and parents and carers. The final judgements are submitted to the Department of Education no later than 30 June in each year.

Final data is secured through internal and external moderation processes. We work with The Minster Alliance to ensure that standards are judged fairly and there is security in the judgements.

Periodically, we will take part in the statutory Local Authority moderation processes.

4 Safeguarding and welfare

Children's safety and welfare are paramount. We create safe and secure environments and provide curricula that teach children to be safe, make good choices and assess risk. We have stringent policies, procedures and documents to ensure children's safety.

Members of staff may not take photographs in our settings on personal devices of any kind.

Photographic permission is sought from parents and carers and is reviewed regularly.

Staff are to not carry their mobile phones on their possession during the working day hours and they are to be locked away during teaching hours. This is with the exception of staff members who are in a circumstance where they are lone working with a child, or a staff member that the lone working staff member may need to call upon for assistance. Staff members who need to carry their mobile phone on their person during the day will have authorisation from the DSL.

Children who bring mobile phones and/or tablets into the academy must have these stored in their school bags during the school day unless it is part of their support programme during the day.

Class staff are responsible for ensuring the child follows the online safety procedures.

We promote the good health of the children in our care in numerous ways, including the provision of daily oral hygiene practice, nutritious food and following set procedures when there is a concern about a child, they become ill or have an accident.

5 Inclusion and equality

Yeoman Park values all of our children as individuals. The curriculum is planned to meet the needs of the individual child and supports them at their own pace so that all children make progress from their individual starting points that is above expected for them in their own right.

Our approach to equality, inclusion and meeting children's needs is set out in the policies mentioned at the beginning of this policy.

6 Parents as partners and the wider context

Yeoman Park strives to create and maintain partnership with parents and carers as we recognise that together we can have a significant impact on a child's learning. We welcome and actively encourage parents to participate confidently in their child's education and care in numerous ways.

At Yeoman Park we are aware that some children find it confusing and stressful having parents/carers in the setting. We use creative ways to keep parents/carers informed and involved with their child's school life, learning and progress.

- Termly Parent Teacher Partner (PTP) meetings provide quality informal time for parents/carers and teachers to view videos of their child's learning and interactions in the setting and allows in-depth discussion on given aspects of their child's learning development, encompassing the seven areas of the EYFS, enabling consistency and generalisation of learning and skills between home and school.
- Individual Learning Plan (ILP) targets, with suggested home activity ideas, are sent home (From second half of Autumn term, following baseline assessment). Parents/Carers are invited and encouraged to support their child's learning and development, when at home, with extended families or in the community, and to provide feedback to school about progress made towards the targets. The feedback adds to their child's learning journal and record of achievements and is shared with parents/carers at the end of the year.

Working with other services and organisations is integral to our practice in order to meet the needs of our children. At times, we may need to share information with other professionals to provide the best support possible. Parental permission is always sought before sharing information.

We draw on our links with our communities to enrich children's experiences by taking them on outings and inviting appropriate vetted members of the community into our settings.

7 Transitions

Transitions are carefully planned for and time is given to ensure continuity of learning. At any transition, we acknowledge the child's needs and establish effective partnerships with those involved with the children and other settings, including day nurseries and child minders.

Upon consultation stage prior to acceptance to Yeoman Park Academy, children will be visited in their current setting or home, by the EYFS lead practitioner. Upon acceptance to the Academy the

child will be visited by a key EY teacher and a meeting will take place involving setting staff parents/carers, and any other external professionals involved with the child.

Prior to starting Yeoman Park all relevant background and attainment information is obtained, information about how the academy operates, and a flexible transition plan tailored to the child's needs is devised and agreed by all involved. Important relationships between parents/carers and the EY teacher is established and built upon from the initial meeting to the end of the transition and child's first days in school. This relationship is strengthened through the duration of their time in the EYFS.

Transition from one class to the next at the end of each academic year is determined by the child's readiness for coping with new routines and is dependent upon an available peer group and numbers of children in the class group. Regardless of whether the child physically moves to another class or stays within the same setting, personalised learning through a curriculum tailored to each child's individual continues to be the core focus.

Where a child is moving to another class the teacher will formally meet with the Early Years staff and discuss each child's development against the Early Learning Goals and to share key information about the child's individual learning plan and specific information unique to supporting the child, in order to support a smooth transition into the next class. This discussion helps the teacher to plan an effective, responsive and appropriate curriculum that meets the needs of all children.

Teachers will visit the Reception (F2) classes during the last term to spend time getting to know the child and developing a relationship. Where appropriate, Reception children will also visit the class they will be joining Year 1 teaching areas so that they are familiar with the space. At some daily unstructured times (playtimes and lunchtimes) Reception children will have the opportunity to mix with children across key stage one and two. The organisation of this will be decided at a local level. All of these opportunities provide the best opportunities for children to settle into new classes/provision.